

Goodwill Industries of Northern New England

NeuroRehabilitation Services at Goodwill

BaySide NeuroRehabilitation Services
Portland, Maine

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WestSide NeuroRehabilitation Services
Lewiston, Maine

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**Goodwill Industries of Northern New England
NeuroRehabilitation Services
Pre-Doctoral Psychology Internship Program in Clinical Neuropsychology**

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Pre-Doctoral Psychology Internship Program in Clinical Neuropsychology

The Setting:

NeuroRehabilitation Services at Goodwill is provided in two day treatment centers and seven residential care sites in Portland and Lewiston, Maine. The day treatment centers serve approximately 430 individuals per year and the residential programs provide long term housing and services to 29 individuals per year. **Goodwill Industries of Northern New England** provides support to individuals with neurological impairment, developmental disabilities, deafness, physical disabilities, mental illness, or other disadvantages. The mission of the organization is: "Through employment, residential, educational and support services, Goodwill works to enhance the social and economic independence of people with disabilities and others who experience barriers to such independence."

WestSide NeuroRehabilitation Services is one of two comprehensive brain injury rehabilitation programs owned and operated by **Goodwill Industries of Maine**. Program staff work with individuals from a wide geographical area who, largely, have sustained an acquired brain injury. **WestSide** is accredited by the Commission for Accreditation of Rehabilitation Facilities (CARF) as a provider of brain injury services to adults, adolescents, and children in the areas of Outpatient Rehabilitation as well as Vocational, Residential, and Home and Community Based Services. Treatment at **WestSide** is provided through the transdisciplinary model. As such, the treatment team consists of variety of individuals each representing different modalities of treatment including: a psychiatrist, board certified neuropsychologist, psychologist, speech language pathologist, occupational therapist, physical therapist, therapeutic recreation specialist, registered nurse, and rehabilitation technicians.

BaySide NeuroRehabilitation Services is the second of two comprehensive brain injury rehabilitation facilities operated by **Goodwill Industries**. Staff members at **BaySide NeuroRehabilitation Services** also work with individuals who have acquired brain injury, but who primarily reside in the greater Portland area. **BaySide** is also CARF accredited as a provider of brain injury services to adults, adolescents, and children in the areas of Outpatient Rehabilitation, Vocational, Residential, and Home and Community Based Services. Services are provided through a transdisciplinary model. The treatment team has a psychiatrist, neuropsychologist, social worker, speech language pathologist, occupational therapist, physical therapist, registered nurse, therapeutic recreation specialist, and rehabilitation technicians.

BaySide and **WestSide** offer comprehensive training programs for Pre-Doctoral Psychology Interns, and both programs adhere to INS/Division 40 guidelines for Specialty Training in Neuropsychology. As such, each internship position requires a one year, full time commitment. Primarily, training will occur at **WestSide NeuroRehabilitation Services** in Lewiston, Maine. Training opportunities are also provided at **Bayside NeuroRehabilitation Services** in Portland which is approximately 45 minutes from Lewiston. Both locations offer accessibility to a wide variety of cultural, recreational and professional opportunities.

THE INTERNSHIP PROGRAM DESCRIPTION

OVERALL GOALS OF TRAINING PROGRAM

NeuroRehabilitation Services at **Goodwill** offers comprehensive pre-doctoral training experience in the clinical practice of Neuropsychology in an outpatient setting. Aside from extensive training in Neuropsychology, interns will gain experience in rehabilitation psychology and health psychology issues. Training goals are to develop independent professional practitioners of clinical neuropsychology and rehabilitation who can integrate theoretical concepts of brain-behavior relationships with quantitative hypothesis testing and process approaches of Neuropsychology. Our internship training program is mutually planned by the intern and the Director of Training in Neuropsychology to meet the specific needs and interests of the intern. The internship program is a yearlong full-time experience designed to provide the intern with clinical and didactic training and supervision in the area of psychological assessment, treatment and consultation in preparation for work as a Neuropsychologist in the area of neurorehabilitation. The intern's caseload is arranged to promote learning and an increasing level of professional responsibility. As such, consultations, case presentations, research presentations, and other teaching opportunities are integral, components of the internship program.

OBJECTIVES OF INTERNSHIP PROGRAM

Primary objectives of internship training program:

- To increase professional competence in the areas of neuropsychological theory, evaluation, diagnosis and making treatment recommendations
- To develop competence in the communication of tests results through written reports and oral presentation
- To effectively collaborate with team, family, and other professionals regarding treatment
- To encourage the development of interpersonal professional skills in working with other healthcare specialists in a multidisciplinary setting
- To understand the role of consultant and methods of consultation to patients and professionals
- To promote the development of research skills, especially in the area of neuropsychology
- To ensure a high standard of ethical practice
- To promote a desire for continuing personal and professional development

INTERNSHIP PROGRAM COMPONENTS

Diagnostic Evaluation:

Interns will become competent in the administration, scoring, and interpretation of various neuropsychological instruments for the purpose of differential diagnosis in the context of the patient's medical history and neurological findings. Interns will also provide feedback toward the implementation of treatment planning, through making appropriate recommendations, and in many cases, will be responsible for monitoring treatment effectiveness. Evaluations are conducted under the supervision of the board certified Neuropsychologist. Training in neuropsychology is focused on diagnostic evaluation which fosters an integration of research, behavioral observations, psychological factors, cognitive processes, and brain function. Neuropsychological training further emphasizes the role of individual differences as well as developmental and environmental factors in

the interpretation of test findings. As an important aspect of interpretation and diagnosis, explanation of the results to the patients, caregivers, and referral sources is highly emphasized as well.

Interns will have the opportunity to assess clients who represent a wide range of neurological and psychiatric disorders including: traumatic brain injury, dementia, stroke, seizure disorder, depression, somatization disorders, malingering, learning disabilities, and other acquired or progressive disorders. Referral sources are primarily neurologists, neurosurgeons, physical medicine physicians, and attorneys. The majority of clients are adults; however, there are opportunities to work with children.

Consultation;

Consultation is a strong area of focus. Interns will become comfortable with the consultative role that psychologists play when working with physicians and rehabilitation and mental health professionals.

Psychotherapy:

Interns will have the opportunity to provide long and short-term individual psychotherapy as well as group and family psychotherapy. Pain and stress management and adjustment to disability are strongly emphasized. The intern will have the opportunity to work with clients who present with chronic pain, sleep disorders, mood disorders, anxiety disorders, substance abuse, and adjustment to chronic and acute illnesses. As delineated by the rehabilitation model, psychotherapy training is designed to complement ongoing medical care as a means of improving the clients' emotional and physical well being in order to maximize life participation. Therapeutic intervention with families and caregivers is also provided to assist the family's understanding of and adjustment to disability, and to encourage the client's integration within the family system.

DIDACTIC EDUCATION

The internship training will begin with 2 weeks of orientation to the agency and the agency's programs. During this period the intern will become acquainted with the staff, setting, and agency policies and procedures. A series of training/seminars are provided for each intern onsite. In addition to weekly individual formal instruction, the intern will also have the opportunity to participate in a weekly case-based series illustrating major theoretical, assessment, and consultation issues; service plan development; case management review; and general training opportunities offered through Goodwill Industries of Northern New England's training manual. Individual and collaborative research opportunities are available as well as protected time to complete doctoral dissertation requirements as needed.

CLINICAL SUPERVISION

A central component of the internship is supervised clinical experience that challenges the intern to develop his or her conceptual and practical skills in the assessment and treatment of neuropsychological disorders. Each intern is assigned a primary supervisor who has the responsibility of overseeing the intern's program and progress. Supervision is provided primarily on an individual basis and interns typically receive 2 -3 hours of supervision per week. Additionally, one hour of group supervision (i.e. case conference) is provided weekly. On a daily basis, liberal time for informal supervision is allotted as well. Individual supervision will be provided by the Training Director and will address issues including clinical assessment and treatment issues, report writing, ethical issues, patient feedback, and other professional issues. Interns will receive intensive one-to-one

supervision for all cases. Additionally, interns will present selected cases in a weekly case conference meeting. Interns will receive a formal performance evaluation from the Training Director a minimum of two times a year.

RESEARCH OPPORTUNITIES

The neuropsychology internship at **WestSide NeuroRehabilitation** offers a variety of empirical research opportunities. **Westside** and **Bayside** regularly collect outcome data involving physical, cognitive, and psychological adjustment of people who receive treatment at these facilities. Used previously for poster presentations at the International Neuropsychological Society Annual Meeting and National Academy of Neuropsychology and currently for manuscript publication, this large database is available for interns to conduct studies of interest. Additionally, there are a variety of collaborative opportunities for presentations and publications with supervisors including an upcoming study on the assessment of attentional deficits in individuals with traumatic brain injury.

Recent intern publications/presentations include the following:

- Neurorehabilitation associated gains following longstanding traumatic brain injury
- Predictors of independent living after traumatic brain injury
- Brain injury rehabilitation: Compensatory skills versus Cognitive Rehabilitation
- Depression and treatment following brain injury
- Neuropsychological research: Issues in assessment and case conceptualization.

ALLOCATION OF CLINICAL ACTIVITIES/INTERN RESPONSIBILITIES

Clinical work is assigned based on intern's training goals and level of experience. As the intern demonstrates proficiency there is increasing autonomy and complexity. Each intern is expected to be a contributing member of the transdisciplinary team. As the intern demonstrates skill development responsibilities will also increase.

This position is a full time commitment with work day hours usually 8-5.

40% Assessment
25% Psychotherapy/other clinical activities
15% Supervision/ didactics
10% Consultation
10% Research/dissertation

PROGRAM FACULTY

Dr. Mark Kiefner, Ph.D.

Mark Kiefner, Ph.D. is a Neuropsychologist and the Clinical Director/Administrator at **Bayside NeuroRehabilitation Services**. He is an adjunct clinical faculty member in the Department of Clinical Psychology at Antioch University of New England. Since completing his Neuropsychology Fellowship at the San Francisco VA Hospital he has worked in the field of brain injury rehabilitation. He has authored and co-authored multiple articles describing the roles of the right and left hemispheres. He has presented on the topics of rehabilitation, relationships, and therapeutic processes at many conferences over the last 20 years. His interests include therapeutic relationships, limbic resonance, personality disorders, and staff education and development.

Robert Perna Ph.D.,ABPN

Robert B. Perna, Ph.D., ABPN, the clinical director at **Westside NeuroRehabilitation Services**, is board certified in clinical neuropsychology and psychopharmacology, is an adjunct Associate professor of neuroscience at the University of Southern Maine, a book reviewer and associate editor for APA Books/PsyCritiques, a member of the APA Division 40 Program Committee, an intermittent reviewer for the Archives of Clinical Neuropsychology, and has published and presented on numerous brain injury and neurorehabilitation issues. Research interests include brain injury treatment outcomes, psychological adjustment after brain injury, cognitive rehabilitation, and pharmacological interventions for treatment of brain injury

TERMS AND BENEFITS OF INTERNSHIP/SALARY AND BENEFITS

Stipend: \$18,000

Benefits: 2 weeks vacation; 8 agency holidays; 1 week sick time/compassionate leave/religious holiday time; no mandatory evenings or weekends; health insurance available through agency at intern's expense; dissertation release time; no cost access to Employee Assistance Program; discount at Goodwill stores; opportunity available for reimbursement for conference expenses.

ELIGIBILITY FOR PRE-DOCTORAL LEVEL INTERNSHIP

Applicants for the pre-doctoral internship are required to be currently attending a clinical psychology doctoral program and have participated in supervised experiential training in professional psychology skills.

APPLICATION PROCESS AND DEADLINE

The completed application for the internship includes:

- Current curriculum vitae
- Two letters of recommendation (at least one from a previous training supervisor)
- One report with identifying information removed
- Any supporting documents

Please send email or call to request an application form.

For more information you may contact Robert Perna, Ph.D., FPPR, ABPN, and Training Director
WestSide Neurorehabilitation Services
618 Main Street
Lewiston, Maine 04240
Tel: 795-6110
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Email: RPerna@ginne.org

The deadline for applications for an internship beginning July 1, 2008 is December 15, 2007.

GRIEVANCE AND DUE PROCESS PROCEDURES

This document establishes guidelines for the evaluation of interns, initiation of grievance procedures, and the management of problematic performance. The guidelines are consistent with accreditation standards of the American Psychological Association and practices of Goodwill Industries of Northern New England. The guidelines emphasize due process and assure fairness in the program's decisions about interns, and they provide avenues of appeal that allow interns to file grievances and dispute program decisions.

THE EVALUATION PROCESS

Goodwill's Psychology Internship Program continually assesses each intern's performance and conduct. The Training Director will provide a written evaluation of the intern at quarterly intervals throughout the year. An Internship Training Committee is chaired by the Training Director and is made up of the other Psychology Supervisors with whom the intern professionally interacts. The Training Committee reviews the evaluation information and discusses additional information they have obtained through their interactions with the intern and through other professional staff who have significant contact with the intern.

The Training Director combines the collaborative evaluations, will meet with the intern and provide the intern with a summary evaluation of his/her progress in the program. Differences between interns' and supervisors' appraisals may surface in these meetings, and in most cases will be resolved. After meeting, the Training Director and the intern will sign the written evaluation. Based on the evaluations, the Training Director and the intern may modify the intern's Training Plan or the Program itself to better meet the Interns' training needs.

COMMUNICATION WITH INTERNS' HOME GRADUATE PROGRAMS

The Training Director will communicate with the intern's sponsoring graduate program about the intern's activities and progress. Early in the year, the home graduate program will receive information about the intern's training activities. At the end of the internship year, the home program will receive a brief summary evaluation indicating whether the intern has successfully completed the internship. At any time, if problems arise that cast doubt on an intern's ability to successfully complete the internship program the Training Director will inform the sponsoring graduate program. The graduate program will be encouraged to participate in the process to assist in resolving the problems.

DUE PROCESS IN EVALUATION AND REMEDIATION

The training program will follow due process guidelines to ensure that decisions about interns are not arbitrary or personally based. The program will use the same procedures to evaluate all trainees, and it has appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following.

1. During the orientation phase of the internship training, all interns receive a written statement of program expectations regarding intern performance, professionalism, and competencies.
2. Evaluation procedures are clearly described including when and how intern performance evaluations will be conducted.
3. The procedures and actions for making decisions about problematic performance or conduct are outlined in written statements that are provided to all interns.

4. Graduate programs are informed about difficulties with interns in a timely manner.
5. Remediation plans are instituted for identified lack of competence, and they include time frames for remediation and specify consequences for failure to remediate the identified issues, behaviors, concerns.
6. During the orientation training phase, all interns receive a written description of procedures they may use to appeal the program's actions, and procedures they may use to file grievances
7. Interns are given sufficient time to respond to any action taken by the program.
8. Decisions or recommendations regarding the intern's performance or conduct are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing to all relevant parties.

DEFINITION OF PROBLEMATIC PERFORMANCE AND/OR CONDUCT

A problem behavior is defined as a behavior, attitude or characteristics of a trainee which interferes with his or her ability to provide quality clinical services; is negatively affecting his or her relationships with supervisors or other staff; or may be hampering his or her ability to comply with appropriate standards of professional behavior. In general, it is a professional judgment as to when an intern's problem behaviors are considered serious enough to fit the definitions of problematic performance or conduct versus being commonly occurring issues that are typical among trainees and which are likely to resolve without formal action being taken.

Goodwill defines problematic performance and problematic conduct as follows:

1. When there is interference in professional functioning that sufficiently renders the intern unable and/or unwilling to acquire and integrate professional standards into his/her repertoire of professional behavior
2. When the intern is unable to acquire professional skills that reach an acceptable level of competency
3. When the intern is unable to control personal stress that leads to dysfunctional emotional reactions or behaviors that disrupt professional functioning.

More specifically, problem behaviors are identified as problematic performance and/or problematic conduct when they include one or more of the following characteristics.

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not a skill deficit that can be corrected by academic or didactic training.
3. The quality of services delivered by the intern is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

PROCEDURES FOR RESPONDING TO PROBLEMATIC PERFORMANCE AND/OR PROBLEMATIC CONDUCT

When the Training Director's evaluation indicates that an intern's skills, professionalism, or personal functioning are inadequate for an intern in training, the Training Committee, with input from other relevant professional staff, initiates the following procedures. First, the negative evaluation will be reviewed and a determination made as to what action needs to be taken to address the problems. Second, the intern will be notified in writing that a review is occurring and that the Training Committee is ready to receive any information or statement that the intern wishes to provide with reference to the identified problems. Third, after reviewing all available information, the Training Committee may adopt one or more of the following steps, or take other appropriate action.

1. The committee may elect to take no further action in situations where the issues are not serious enough to warrant action.
2. The committee may issue an *Acknowledgement Notice* that formally states the following:
 - a. The committee is aware of and concerned about the problematic performance evaluation.
 - b. The evaluation has been brought to the intern's attention and the committee or other supervisors will work with the intern to rectify the problem within a specified time frame.
 - c. The behaviors associated with the negative evaluation are not significant enough to warrant more serious action at the time.
3. Alternatively, the committee may issue a *Probation Notice*, which specifies that the committee, through the supervisors and Training Director, will actively and systematically monitor for a specific length of time, under more closely supervised training, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The *Probation Notice* is a written statement to the intern that includes the following items:
 - a. A description of the problematic performance or conduct which are specifically associated with the negative performance evaluation.
 - b. Specific recommendations for rectifying the problems.
 - c. A time frame for the probation during which the problem is expected to be ameliorated.
 - d. Procedures to assess whether the problem has been satisfactorily corrected

If the Training Committee deems that remedial action is required, the identified problems in performance or conduct must be systematically addressed. Possible remedial steps include (but are not limited to) the following:

1. Increased supervision, either with the same or other supervisors.
2. Change in the format, emphasis, and/or focus of supervision.
3. A recommendation and/or requirement that personal therapy be undertaken with a clear statement about the manner in which such therapy contacts will be used in the intern evaluation process.
4. Recommendation of a leave of absence

Following the delivery of an *Acknowledgment Notice* or *Probation Notice*, the Training Director will meet with the intern to review the required remedial steps. The intern may elect to accept the conditions or

may challenge the committee's actions as outlined below. In either case, the Training Director will inform the intern's sponsoring graduate program, and indicate the nature of the inadequacy and the steps taken by the Training Committee. The intern shall receive a copy of the letter to the sponsoring graduate program.

Once the Training Committee has issued an *Acknowledgement Notice*, the problem's status will be reviewed within three months time, or the next formal evaluation, whichever comes first. In the case of a *Probation Notice*, the problem's status will be reviewed within the time frame set by the notice.

FAILURE TO CORRECT PROBLEMS

When a combination of interventions does not result in resolution of the problematic performance of problematic conduct within a reasonable period of time, or when the trainee seems unable or unwilling to alter his or her behavior, the training program may need to take more formal action. If an intern on probation has not improved sufficiently to rectify the problems under the conditions stipulated by the *Probation Notice*, the Training Committee will conduct a formal review and then inform the intern in writing that the conditions for revoking the probation have not been met. The committee may then elect to take any of the following steps, or other appropriate action.

1. It may continue the probation for a specified time period.
2. It may suspend the intern whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the intern, the intern's sponsoring graduate program, that the intern will not successfully complete the internship if his/her behavior does not change. If by the end of the training year, the intern has not successfully completed the training requirements, the Training Committee may give the intern only limited certification or no certification at all. The Committee may specify those settings in which the intern can or cannot function adequately. The intern and the intern's home department will be informed that the intern has not successfully completed the internship.
4. It may result in dismissal from the internship.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for interns to initiate grievance proceedings to challenge the Training Committee decisions.

INTERN CHALLENGE AND GRIEVANCE PROCEDURES

Interns who receive an *Acknowledgment Notice* or *Probation Notice*, or who otherwise disagree with any Training Committee decision regarding their status in the program, are entitled to challenge the Committee's actions by initiating a grievance procedure. Within 5 working days of receipt the Training Committee's notice or other decision, the intern must inform the Training Director in writing that he or she is challenging the Committee's action. The intern then has 5 additional days to provide the Training Director with information as to why the intern believes the Training Committee's action is unwarranted. Failure to

provide such information will constitute a withdrawal of the challenge. Following receipt of the intern's challenge, the following actions will be taken.

1. The Training Director will convene a Review Panel consisting of two staff members selected by the Director and two staff members selected by the intern. The intern retains the right to hear all facts and the opportunity to dispute or explain his or her behavior.
2. The Training Director will conduct and chair a review hearing in which the intern's challenge is heard and the evidence presented. The Review Panel's decisions will be made by majority vote. Within 10 days of completion of the review hearing, the Review Panel will prepare a report on its decisions and recommendations and will inform the intern of its decisions. The Review Panel will then submit its report to the Training Director and a copy will be sent to the intern as well as the sponsoring graduate program.
3. Once the Review Panel has informed the intern and submitted its report, the intern has 5 working days within which to seek a further review of his or her grievance by submitting a written request to the Employee Resources Director. The intern's request must contain brief explanations of the grievance and of the desired settlement he or she is seeking, and it must also specify which policies, rules, or regulations have been violated, misinterpreted, or misapplied.
4. The Employee Resources Director will then conduct a review of all documents submitted and render a written decision. The Employee Resources Director will render his/her decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of receipt of an intern's request for further review if such request was submitted. The Employee Resources Director may accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Employee Resources Director within 10 working days of the request for further deliberation. The Employee Resources Director will then make a final decision regarding actions to be taken and shall fashion whatever remedy he/she deems appropriate and that decision shall be final and binding.
5. Once a final and binding decision has been made, the intern, sponsoring graduate program and other appropriate individuals will be informed in writing of the action taken.

STAFF ALLEGATION OF INTERN VIOLATION OF STANDARDS

Any staff member of Goodwill Industries may file a written grievance against an intern for the following reasons: (a) unethical or legal violations of professional standards or laws; (b) infringement on the rights, privileges or responsibilities of others.

1. The Training Director will review the grievance with other members of the Training Committee and determine if there is reason to go further or whether the behavior in question is being corrected.
2. If the Training Director and other Training Committee members determine that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the Training Director shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. When the Training Director and other Training Committee members decide that there is probable cause for deliberation by a Review Panel, the Training Director shall notify the staff member and request permission to inform the intern. The staff member shall have 5 days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days, or permission to inform the intern is denied, the Training

Director and the other Training Committee members shall decide whether to proceed with the matter.

4. If the intern is informed of the complaint, a Review Panel is convened consisting of the Training Director, two members selected by the staff member who filed the allegation, and two members selected by the intern. The Review Panel receives any relevant information from both the intern or staff member that bears on its deliberations.
5. The Review Panel, chaired by the Training Director, will hold a review hearing in which the complaint is heard and evidence presented. Within 10 days of completing the review hearing, the Review Panel shall communicate its recommendation to the intern and to the graduate program.
6. Once the Review Panel has communicated its recommendation to the intern the intern has 5 working days within which to submit a written request for further review to the Employee Resources Director. The request should include relevant information, explanations, and viewpoints that may challenge, refute, or otherwise call for modification of the Review Panel's decisions and recommendations. The request should also specify policies, rules, or regulations that may have been violated, misinterpreted, or misapplied.
7. The Employee Resources Director will then conduct a review of all documents submitted and render a written decision. They will render their decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of receipt of an intern's request for further review if such request was submitted. The Employee Resources Director may accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Employee Resources Director within 10 working days of the request for further deliberation. The Employee Resources Director will then make a final decision regarding actions to be taken. The Employee Resources Director or his/her designee shall fashion whatever remedy he/she deems appropriate and that decision shall be final and binding.
8. Once a final and binding decision has been made, the intern, sponsoring graduate program and other appropriate individuals will be informed in writing of the action taken.

INTERN COMPLAINT OR GRIEVANCE ABOUT SUPERVISOR, STAFF MEMBER, TRAINEE, OR THE TRAINING PROGRAM

There may be situations in which the Intern has a complaint or grievance against a supervisor, staff member, another trainee, or the program itself, and in which the Intern wishes to file a formal grievance. The following steps are intended to provide the Intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences. The Intern who wishes to file a formal grievance should:

1. Raise the issue with the supervisor, staff member, other trainee, or Training Director in an effort to resolve the problem.
2. If the matter cannot be resolved, or it is inappropriate to raise with the other individual, the issue should be raised with the Training Director. If the Training Director is the object of the grievance, or unavailable, the issue should be raised with the Program Administrator.

3. If the Training Director cannot resolve the matter, the Training Director will choose an agreeable staff member acceptable to the Intern and request that individual to mediate the matter. Written material will be sought from both parties.
4. If mediation fails, and the complaint is against another trainee, or the program, the Training Director will convene a review panel consisting of the Training Director, another staff person selected by the training director and two staff members of the Intern's choosing. The Review panel will review all written materials (from the Intern, other party, mediation) and have an opportunity at its discretion to interview the parties or other individuals with relevant information. The Review Panel has final discretion regarding outcome. If mediation fails and the complaint is against a staff member, grievance procedures dictated by Goodwill personnel policies will be followed.